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ABSTRACT

On November 17, 1995 the following news item appeared in "Time Magazine": "Long-lost cave reveals burial tombs of Maccabees." You (the student) are a journalist who has been asked by your editor to follow up that news item with an in-depth feature a two page spread with text and graphics entitled "The Life and Times of Judah Maccabee." For the student, this lesson plan delineates the task; provides a five step preparation process for the task (writing four articles, one by each member of the group); gives learning advice; suggests a concluding activity; poses several reflection questions; and offers an extension activity. Extensive historical background information is included. Guided reading activities and resource list are included. The teacher notes section provides goals/purpose; addresses history/social science and language arts standards; suggests answers to the guided reading questions; and presents evaluation criteria for the final task. (BT)

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Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World

The Maccabees and their Place in Jewish History

Sixth Grade Activity
by Joyce and David Mollet

SO 034 254

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San Bernardino County Superintendent of Schools
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San Bernardino, CA 92410-3093

http://score.rims.k12.ca.us/activity/maccabees/

2000

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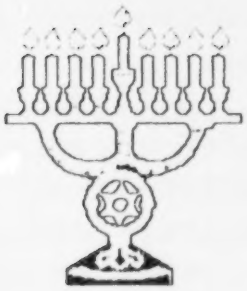
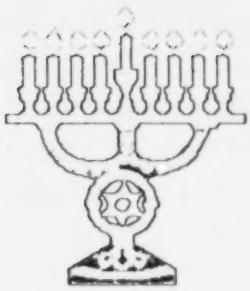


The Maccabees and Their Place in Jewish History



Introduction

On November 17, 1995 the following news item appeared in Time Magazine.

Long-lost cave reveals burial tombs of Maccabees

MODI'IN, Israel -- A tractor leveling ground for a new highway broke open a 2,000-year-old burial cave to reveal a tomb believed used by the Maccabees, a tribe of Jewish warriors whose revolt is celebrated in the festival of Hanukkah.

You can read the rest of the story here:
http://www.time.com/time/international/1995/951127/archaeology.html

You can find the location of Modin (Modein) here:
http://www.fsmitha.com/h1/map24jud.htm

You are a journalist employed by Time Warner. The editor has asked you to follow up the news item, "Long-lost cave reveals burial tombs of Maccabees" with an in depth feature for the weekend edition. He wants a two page spread with text and graphics entitled,
"The Life and Times of Judah Maccabee."

For Students

The Task

- Your teacher will divide the class into teams of four.
- It is the responsibility of each team to prepare a double page newspaper spread on the Maccabees and their place in Jewish history.
- The feature will be a balance of text, graphics and captions.

- It will be presented as a poster indicating the way it would look in its final form in the newspaper.
- You will be expected to write and illustrate sections under the following headings:

1. Historical Background
2. The Fateful Event at Modin
3. The Role of the Maccabees in Jewish History
4. The Maccabees Remembered by the Jewish People Today

- Responsibility for preparing the different sections can be shared among members of the team.

Process

Preparation for the Task

Step 1

Increase your knowledge of the historical background to the Maccabees by reading "Return to the Promised Land."

Look for answers to the following questions as you read, they will help you write the section "Historical Background," one of the four of your newspaper articles.

1. The way in which the Jewish people were governed changed when they returned from exile in Babylonia. What was this change?
2. What changes did the Jews experience as a result of the expansion of Alexander's new empire?
3. Antiochus IV wanted to bring about changes in the Jewish way of life. What changes were these and how did he try to bring them about?
4. How did the Jews regain control of their country?

You will also find information at the following web site:
http://www.fsmitha.com/h1/ch17.htm

Step 2

Read the short story "Judah Maccabee." You might like to do this with the other members of your team.

When writing a newspaper article you have to be particularly aware of "point of

view." Most events are seen quite differently by the people involved. Each person, or group of people, will see an event from his/her own perspective.

Brush up your skill of being able to recognize point of view with the following activity.

Work with the members of your team to select three quotations from the story that are written from the perspective of the Hasidim.

Here is one to get you started:
"These men made the decision to stand against Antiochus and the oppression of the Jewish people."

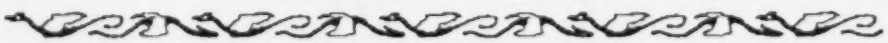
Discuss the words in your selected quotations that direct you to the writer's point of view. In this sentence the words to discuss would be "stand against" and "the oppression."

Brush up your skill of being able to write from a point of view with the following activity.

Read again the account of the event in the village of Modin prior to the fleeing of the Maccabees from their home. This event would have been recorded differently by the people involved, depending on their point of view.

Look at the event through the eyes of the Hasidim, then the Hellenists and, finally, the soldiers of Antiochus. Record the event from each group's perspective. Each member of the team may want to select one viewpoint and read that account to the other members of the team. Make sure that each group is represented.

Use the worksheet "Different Perspectives Worksheet" to record each group's viewpoint.



Step 3

Carry out the assignments in the "Guided Reading." These will help you build up vocabulary and gather ideas for the final task of writing the newspaper articles.

Step 4

Work on the section "Festivals and Holidays." This assignment will help you prepare for the newspaper article, "The Maccabees Remembered By The Jewish

People Today."

This assignment will not only help you to write about the festival in which the Jewish people remember this period of their history, but also why they celebrate it and the greater role it plays in their lives.

Step 5

Completing the Task

Drawing upon all the preparatory work you have done, work with your team to complete a double page newspaper spread on a poster. The title is:

"The Life and Times of Judah Maccabee."

Articles

Write the four articles.

Each member of the group takes responsibility for one article.

- Historical Background
- The Fateful Event at Modin
- The Role of the Maccabees in Jewish History
- The Maccabees remembered by the Jewish people of today

1. Make an outline of what you want to write about in your assigned article.
2. Use your outline to write 3 or 4 paragraphs about the particular topic.
3. Read through your writing and make sure it is clear and easy to read.
4. When each member of your team has completed these steps, have a writing conference to edit your writing.
5. With your group discuss each article for the newspaper feature.
6. Decide if the articles provide a comprehensive account of the Maccabee's place in Jewish history and make any changes that would improve the articles.
7. Prepare your articles for the final presentation on your poster. Input your articles into the computer remember to run a spell check to correct any spelling/typing errors. Print them and trim them to the size you will need for the poster.

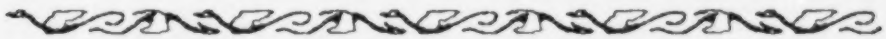
Present the four articles.

1. Prepare your articles for the final presentation on your poster.

2. Type your articles and remember to run a spell check to correct any spelling/typing errors.
3. Print them and trim to the size you will need for the poster.

Illustrations

1. Plan and create your illustrations. These should depict events from history, and the festival, Hanukkah that is celebrated today.
2. In addition to creating your own illustrations you might want to print some clip art. The following URL will help you:
   http://seiz2day.com/hanukkah/hanukkahgraphics.htm
3. Add captions to your illustrations.
4. Arrange all the items on a poster and spend time discussing the final layout before completing the task.



Learning Advice for Students

It is important that you:

1. complete the preparatory tasks, as these will give you the knowledge and skills to create a successful newspaper feature;

2. work as a team on this assignment, as the final newspaper feature will only be successful if you all contribute your individual strengths.

Conclusion

3. Display all the completed posters and view each team's work.

Reflection

4. By studying this period of history what have we learned about the Ancient Hebrews of that day, and also the Jewish people of today?

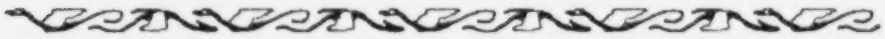
   Consider some of the events you learned about in this section of Jewish history.
   Have the Jewish people experienced similar events in their later history?

   What did you learn from this assignment about the importance of festivals to

How well did your group work together? Could you suggest ways of improving this?

Extension Activity

5. You might want to extend the activity in, "Festivals and Holidays" and apply the roles that are listed to a festival of your choice. This may be from your own culture or from another culture.



Return to the Promised Land

Introduction
After about fifty years of exile in Babylon, the Israelites were allowed to return to their own country.

Many of them made the journey back to their own land, and to their capital city of Jerusalem.

The Journey

In the spring of 537 B.C.E., after long preparations, the Israelites set out on the journey back to their homeland.

The journey between Babylon and Jerusalem covered almost 800 miles (1300 kms). The Israelites headed north to the old and now ruined city of Mari and on to Haran where Abraham had moved with his family.

They traveled via Damascus to the Sea of Galilee (following a similar route to Abraham's when he moved to Canaan), then through the mountains to the city of Jerusalem. The city would have been largely in ruins, and a sad sight for the returning people.

Follow the route using the maps on these sites. Was there a shorter route between Babylon and Jerusalem? If so why did the people not take it?

http://www.fsmitha.com/h1/map04mes.htm

http://www.fsmitha.com/h1/map24jud.htm

Although the homeland of the Israelites was still within the Persian Empire, the Persian King, Cyrus encouraged local religions. He even decreed that the Temple in Jerusalem be rebuilt.

Ezra, Priest and Scribe
A priest, by the name of Ezra, returned from exile in Babylonia sometime during the 400s B.C.E.

He returned with the support of the Persian king to govern his people.

He brought the holy writings of many of the scribes in Babylon back to the homeland. These writings now became the law by which the people lived.

Ezra also helped to establish a new order among the people. The rule by kings was over, and priests took over the leadership of the people.

The laws by which the priests governed were the Holy Scriptures, namely the Torah. From this time onwards the Jewish faith, based on Holy Scriptures, can be called Judaism, and the Israelites called Jews.

End of Persian Rule
In the reign of the Persian King Darius III (336-330 B.C.E.), Alexander the Great of Macedonia was creating his own empire.

He defeated the Persians. In this way the Jews came to be ruled by the Greeks. Israel and Judah, from that time onwards, were known jointly as Judea.

The Greeks allowed a high priest and a Jewish Council of Elders to govern Judea as before.

Greek Empire Divided
When Alexander the Great died his huge empire was divided into three, each ruled separately. As time went on, Greek influence grew stronger.

The Jews felt that the Greek influence threatened their faith. This fear was realized when Antiochus IV (ahn TEE uh kuhs) became ruler.

Religious Persecution
The rule of Antiochus IV marked another turning point in the history of the Jewish nation. This ruler forced the Jews to accept Greek customs and Greek religious practices.

He forbade the Jews to follow their religion and imposed the death sentence on those who practiced the laws of their faith.

He rededicated the Temple in Jerusalem to the Greek god Zeus and destroyed Jewish Holy Scriptures.

It was a thorough and organized persecution of the Jewish people and their religion.

Rebellion

Some of the Jewish people chose to obey the laws of the new rulers. These were mainly the wealthy people who could see advantages in supporting the Greek way of life.

This group also included some of the wealthy priest class. These supporters of a Greek way of life were known as "Hellenists."

Others, however, preferred to die rather than break the religious laws.

Antiochus horrified the Jewish community when he rededicated the Temple to the Greek god Zeus.

This group was mostly made up of the common people and they were known as "Hasidim."

A revolt broke out led by a Jewish priest, Mattathias, and his five sons.

On the death of Mattathias, his son, Judah Maccabee, took over the leadership of the Jews.

When Judah Maccabee reclaimed the Temple, the Jewish people's first act was to re-light the lamps of the menorah (meh NOH rah).

It is recorded that they only had enough oil to burn for one day. They prayed that the flames would not go out. They believed their prayers were answered when the flames burned steadily for eight days.

In the year 164 B.C.E., shortly after the death of Antiochus Epiphanes, Judah Maccabee and his army gained control of Jerusalem.

He restored Jewish law and reclaimed the Temple.

For a short period, Judea became an independent nation, free of foreign control.

Freedom for Judea

The Maccabean family, known as the Hasmonaeans, now ruled the country. They became the high priests and the governors of Judea.

Under their rule Judea grew more powerful, and expanded its territory.

At one stage they had conquered so much of the surrounding land that the size of the territory resembled that of the kingdom Solomon inherited from his father David.

Opposing Groups

Within the country, however, there was much discontent.

It was during this period that groups of Jews began to emerge with differing opinions about the Torah.

There were many religious movements, but three appeared more powerful than the rest.

Two of these groups directly opposed each other.

On the one hand, there were the Pharisees (FAH rih sees), supported by the scribes; on the other, there were the Sadducees (SADJ uh sees).

There was also a third group who kept themselves separate from the rest. These were

the Essenes.

During this time both Pharisees and Sadducees led revolts against the rulers. Unrest was widespread within the country.

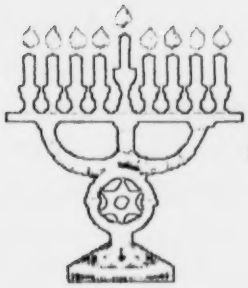
However, there was a far greater threat at hand.

News arrived in Jerusalem that the Roman army had entered Syria. This event was to change the course of history for Judea.

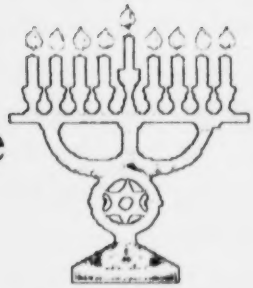
The Arrival of the Romans

In 63 B.C.E., Pompey, the greatest Roman general of his day, seized Jerusalem, slaughtered many of the people, and took control of Judea.

The Jews once more had lost their liberty and Judea came under the rule of Rome.



Judah Maccabee



The story of Judah Maccabee begins in a little town called Modin. The town is about twenty miles from Jerusalem.

Judah was one of five boys. He, and his brothers John, Simon, Eleazar and Jonathan worked the land in the foothills of the highlands of Judah.

Judah's father Mattathias was a wise and pious man who loved God and his country. He lived by the law of the Scriptures, and he and his sons worshipped in the village synagogue. They were faithful to the traditions of their people.

Occasionally, Mattathias and his sons would journey to the city of Jerusalem, to the great Temple on Mount Moriah.

A beautiful lamp burned in the Temple and was tended by the priests. They would never allow the light of the lamp to go out for it was a symbol of the people's faith and their dedication to Judaism.

A New Ruler

When Judah and his brothers had grown to young men, the Syrian ruler Antiochus Epiphany came to the throne.

He was an ambitious man who dreamed of building an empire just as Alexander the Great had done a hundred and fifty years before.

He began to make changes in the laws governing Jerusalem and the Jewish people

Before this time the Jewish people had been allowed to worship their god and follow the ways of their religion. Antiochus, however, did not understand the Jewish god, nor did he like the strength and independence of the of the Jewish people

Antiochus built alters to the Greek god Zeus everywhere. He even placed one in the Temple in Jerusalem.

He decided to replace the Jewish god with the Greek god, Zeus.
He demanded that all people under his rule abandon their own traditions and ideas, and accept Greek beliefs and culture.

Many Jews accepted the Greek ideas. They saw it as progress, and an easy way to avoid conflict.

Other Jews, like Mattathias and his sons, refused to deny their god or their culture, no matter what the price.

The Temple Forgotten

One day, Mattathias and his son Judah went to the Temple in Jerusalem. Judah felt sad when he saw what had become of the beautiful Temple.

The gold leaves, that had once adorned the facade, had been stripped away. The beautiful fabrics, that once hung within the Temple doors, had been torn off and sold. Even the holy vessels had been used and thrown around, and there, on the altar, stood a likeness of the god Zeus.

There was, however, something even more disturbing. The lamp of the Temple stood cold and dead, its wick black and dry. The oil had run out and no one had bothered to refill it.

Mattathias bowed his head in shame.

"My people forsake their god," he murmured as they began the journey back to Modin.

Mattathias the Father of Judah Maccabee, was a well respected Jewish priest.

Mattathias Makes a Stand

A few days later, Mattathias and Judah made their way, as usual, to their village synagogue. As they arrived, an officer of the king came galloping through the streets.

"You there! Priest," he cried to Mattathias, his horse pawing the dusty ground.

A crowd began to gather.

"You will be the first to sacrifice to the great god Zeus," shouted the officer.

Mattathias stood in shock and disbelief. "You ask me to sacrifice to a pagan god? Never," he cried. "Never will I bow down to your false gods. I would rather die than break the holy covenant."

"Any person who chooses to worship the god of the Jews will be killed, old man," the officer shouted in anger.

Judah began to fear for their safety.

When Mattathias refused to obey the order, one of his countrymen stepped forward to offer a sacrifice.

Mattathias was enraged. He ran forward and struck the man, killing him.

He then turned and struck a fatal blow to the officer's head. Grabbing Judah by his shoulder, he made his way through the village to his home.

The Maccabees in Exile

So it was that Mattathias and his family were forced into exile. That night they gathered their belongings and headed off towards the caves, high up in the mountains.

There, the enemy would never find them, and they would be able to worship God without fear of death.

Slowly, over the next few months, Judah Maccabee gathered about him a great number of Jews whose loyalty to the laws of Judaism had not died.

These men made the decision to stand against Antiochus and the oppression of the Jewish people.

They looked to Judah for advise, and he encouraged them in the religious beliefs that bound them together as a race.

"It is our faith in the one true god," he would say, "that will lead us to victory over those who try to oppress us."

The People Fight Back

Soon Judah was the leader of a small, but brave and determined, band of men. However, they were not trained for war.

Most of these men were farmers, teachers, and craftsmen. However, their love of liberty bound them together into a strong resistance army.

For two years they fought the people who tried to control them. They made their base among the rocks and caves of the Judean wilderness.

They knew the land well and this gave them a great advantage over the Syrian

soldiers.

They attacked from the hills, under cover of night. They led the enemy into traps where they surrounded and attacked them.

Judah Maccabee had far fewer men than the enemy but his knowledge of the country allowed him to organize surprise attacks.

Soon the attacks of the Maccabees were wreaking havoc and mayhem wherever there was oppression of the Jewish religion.

After many battles, the way was finally clear for them to enter Jerusalem and reclaim the city that was rightfully theirs.

The Temple Rededicated

Judah knew that his first task was to rededicate the Temple. He gathered the priests and holy men and ordered them to cleanse the Temple.

When this was done, Judah entered the Temple and looked about him. There was a sense of calmness. However, one thing remained to be done and that was the lighting of the holy lamp.

"There is only enough holy oil for one day here," said Judah with great sadness. "It will take many days for the new oil to be prepared according to the religious rules."

So Judah knelt before the altar and asked for a blessing so that the lamp would remain lit.

Sure enough, the lamp burned for eight days and eight nights, long enough for the new oil to be ready.

Some say it even got brighter with each day.
The soft glow flooded the Temple; the lamp a symbol of the Jewish faith.

The Hanukkah menorah has eight branches to symbolize the eight days that the Temple lamp burned, and a center light with which to light the other eight.

Hanukkah

Those eight days and nights came to be celebrated with an annual festival. Ever since, Jewish people all over the world have celebrated this event.
During the festival of Hanukkah you will see a lighted menorah, symbolizing the Temple lamp that burned for eight days.

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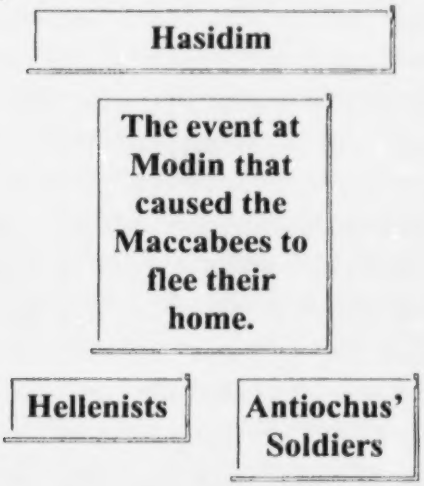
Create a page similar to the one below on which to write your accounts of the event.

Different Perspectives



Guided Reading

1a. The dictionary tells us that the word desecrate means:

- to violate the sacredness of;
- to do harm to something sacred;
- to make it unclean or unfit for ceremonial use.

Choose quotations from the story that relate to something being desecrated.

1b. The dictionary tells us that the word purify means:

- to rid of impurities;
- cleanse;
- to become clean or pure.

Choose quotations from the story that relate to something being purified.

1c. The dictionary tells us that the words guerrilla warfare mean:

- warfare carried out by small bands of fighters in occupied territory to harass and undermine the enemy;
- surprise and sudden raids and ambushes.

Choose quotations from the story that illustrate guerrilla warfare.

2. Imagine that you are a guerrilla, fighting in the Maccabee uprising. What are your goals? What do you hope to gain from your actions?

Make a list of your goals, dividing them into short-term goals and long-term goals.

Review your list and write a paragraph explaining which of these goals were achieved by the Maccabees.

3. The Israelites, during their history, were ruled by many powers.

- Assyrians
- Babylonians
- Persians
- Greeks
- Syrians
- Romans

At times they were able to live within their own country and at others they lived in foreign lands. Through all these changes they managed to keep their identity as a separate people. What do you think were the reasons for this?

Festivals and Holidays

Jewish Festivals

For more than 3,000 years the Jewish people have shared a common heritage. Throughout this time they have lived in different lands and among different cultures. They have often suffered great hardships and also many attempts to destroy their national identity as a people.

Yet they have kept alive a sense of who they are. They have kept their identity as a culture. This is due, in part, to the celebrating of the Jewish festivals.

The Jewish year is filled with festivals that are celebrated today just as they have been throughout the ages. The majority of these festivals commemorate a part of Jewish history. They also embody the values and beliefs of the people.

Festivals are important to all people.

They play a role in:

- keeping alive the memory of great events in a people's history;
- giving people a sense of belonging, (belonging to the family, community or nation that celebrates the festival together);
- passing on the traditions to the next generation;
- providing a sense of rhythm to the year, (all people benefit from a sense of rhythm and continuity in their lives);
- expressing things that a society values, (what they value from the past and what they value today);
- giving people a feeling of identity and security;
- bringing joy, happiness and a sense of fun into people's lives.

Activity

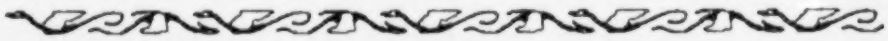
1. Carry out research on the Festival of Hanukkah.
2. Read together the reasons (above) why festivals/holidays are important to people.
3. Examine the Festival of Hanukkah to find how each role (above) is fulfilled in the Festival of Hanukkah.
4. Give an example in each case of how this festival fills the different roles for the Jewish People.

You will find additional information here
http://www.joi.org/celebrate/hanuk/

The religious beliefs were monotheistic and, therefore, different from other nations.

The Israelites had strong religious leaders that kept alive their religious beliefs.

The religion of the Israelites was not only a spiritual code but also the law by which they lived.



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Resources

Print Material

1. Mollet, Joyce & David, Ancient Civilizations: Israelites, W.E.R., 1997 pp.56-58 (copy provided)
2. Mollet, Joyce & David, Ancient Civilizations: Israelites, W.E.R., 1997 pp.63-65 (copy provided)

Internet Sites

1. **Antique Maps of the Near East**
   http://www.time.com/time/international/1995/951127/archaeology.html
   (Map of Judea and Syria)

2. **Long-lost cave reveals burial tombs of Maccabees**
   http://www.time.com/time/international/1995/951127/archaeology.html
   (Time Life Magazine, November 27, 1995)

3. **Antiquity Online, Chapter 18**
   http://www.fsmitha.com/h1/ch17.htm
   (Judaea and Civil War)

4. **Hanukkah**
   http://www.jajz-ed.org.il/festivls/hanuka/h1.html (Timeline)

5. **Hanukkah Graphics**
   http://seiz2day.com/hanukkah/hanukkahgraphics.htm (Hanukkah Clip Art)

6. **About Hanukkah!**
   http://rats2u.com/christmas/hanukkah_index.htm (Selection of links)

7. **Chanukah On the Net - Welcome**
   http://www.holidays.net/chanukah/ (The Festival/Holiday of Hanukkah)

Books

1. Drucker, Malka, **The Family Treasury of Jewish Holidays**, London, 1994
2. Epstein, Morris, **All About Jewish Holidays and Customs**, New York, 1959
3. Chiel, Kinneret, **The Complete Book of Hanukkah**, New York, 1959

Teacher Notes

Grade Level
Grade 6 Ancient Hebrews

Goals/Purpose

History - Social Science Standards Addressed

6.3 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of the Ancient Hebrews, in terms of:

1. The origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.

Language Arts Standards Addressed

Reading:

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development:
Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, both to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-appropriate words.

Writing:

1.0. Writing Strategies:
Students write clear, coherent, and focused essays.
Student writing exhibits awareness of audience and purpose.
Essays contain formal introductions, bodies of supporting evidence, and conclusions.

Research and Technology:

1.3. Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information

1.4. Create simple documents using electronic media, employing organizational features (e.g., passwords, entry and pull-down menus, word searches, thesaurus, spell checks)

Revising and Evaluating Writing:

1.6. Revise writing to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences

Length:
2 weeks

Guided Reading

Suggested answers:

1a. Desecrated:
"The gold leaves, that had once adorned the facade, had been stripped away. The beautiful fabrics, that once hung within the Temple doors, had been torn off and sold. Even the holy vessels had been used and thrown around, and there on the altar stood a likeness of the god Zeus."

"There was, however, something even more disturbing. The lamp of the Temple stood cold and dead, its wick black and dry. The oil had run out and no one had bothered to refill it."

1b. Purified:
"Judah knew that his first task was to rededicate the Temple. He gathered the priests and holy men, and ordered them to cleanse the Temple."

"When this was done, Judah entered the Temple and looked about him. There was a sense of calmness."

1c. Guerrilla Warfare:
"They attacked from the hills under cover of night. They led the enemy into traps where they surrounded and attacked them."

"Judah Maccabee had far fewer men than the enemy but his detailed knowledge of the country allowed him to organize surprise attacks."

3. Students may provide a variety of answers, the following are a selection of possibilities.

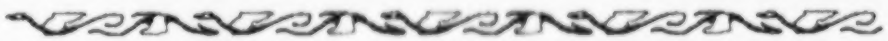
The people were held together by their religion. It was a religion shared by all the people and so it became a binding force.

The Ancient Israelites were separated from other nations by their religion. The religious

beliefs were monotheistic and, therefore, different from other nations.

The Israelites had strong religious leaders that kept alive their religious beliefs.

The religion of the Israelites was not only a spiritual code but also the law by which they lived.



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Evaluation criteria for the final task

Writing will be graded individually. The compilation of the newspaper feature will be a group grade.

(3) Accomplished (2) Developing (1) Beginning

Writing (Grammar)

(3) Writing has hardly any spelling or grammar mistakes. There is a clear beginning, middle and ending to the article.

(2) Writing has some spelling or grammar mistakes. It's hard to tell where the beginning, middle and ending of the article is.

(1) Writing has many spelling or grammar mistakes. No clear beginning, middle and ending.

Writing (Content)

(3) Writing shows that the student understands the historical background of the Maccabee period/the event at Modin/the Role of the Maccabees in Jewish history/the way the Maccabees are remembered in the Jewish festival (depending on which one chosen). The writing is clear and easy to understand.

(2) Writing shows that the student has an idea of the historical background of the Maccabee period/the event at Modin/the Role of the Maccabees in Jewish history/the way the Maccabees are remembered in the Jewish festival (depending on which one chosen), but some ideas are not very clear or developed.

(1) Writing shows that the student does not understand what the historical background of the Maccabee period/the event at Modin/the Role of the Maccabees in Jewish history/the way the Maccabees are remembered in the Jewish festival (depending on which one chosen). Many areas are unclear and hard to understand

Compilation of writing and art work in the newspaper feature/poster

(3) Feature looks organized and clearly presented. It has good mix of graphics and text.

(2) Feature is somewhat organized, but needs a little more work. Too many or too few graphics.

(1) Feature is not organized. Articles and artwork do not go together.

Collaboration

(3) Each member of the team completed part of the project, supported the other members, and worked with the group to design the final project without major conflicts.

(2) Each member of the team completed his/her part of the project but showed little support of other members and had conflicts when designing the final project with the group.

(1) Members of the team did not complete their part of the project, were not supportive of each other and there were conflicts within the group.

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